



**2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2**  
**COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018**

NOGA ID

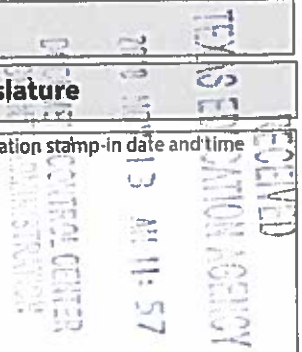
Authorizing legislation

**General Appropriations Act, Rider 41, 85th Texas Legislature**

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division  
Texas Education Agency  
1701 N. Congress Avenue, Austin, TX 78701-1494

Application stamp-in date and time



Grant period from

**Pathway 1 and 2: January 1, 2019 - May 31, 2021**

**Pathway 3: January 1, 2019 - June 30, 2020**

☒ Pre-award costs are not permitted.

**Required Attachments**

*Pathway specific attachment*

**Amendment Number**

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

**Applicant Information**

Organization  CDN  Vendor ID  ESC  DUNS   
Address  City  ZIP  Phone   
Primary Contact  Email  Phone   
Secondary Contact  Email  Phone

**Certification and Incorporation**

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- |                                                                                     |                                                                                 |
|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification      |
| <input checked="" type="checkbox"/> General Provisions and Assurances               | <input checked="" type="checkbox"/> Lobbying Certification                      |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances  | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name  Title

Email  Phone

Signature  Date

Grant Writer Name  Signature  Date

☒ Grant writer is an employee of the applicant organization.

☐ Grant writer is not an employee of the

701-18-106-074

**Shared Services Arrangements**

☒ Shared services arrangements (SSAs) are permitted for this grant. Check the box below if applying as fiscal agent.

- ☐ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

**Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
FBISD continues to grow and anticipates the opening of at least 5 schools in next 5 years. Therefore, there is a high need for teachers, especially a teacher population that mirrors the diversity of the student population.	FBISD is one of the most diverse school districts in Texas. To mirror the current and projected diversity, FBISD recruits current students on all campuses to enter the teaching profession. This plan addresses the growing need for quality teachers that matches FBISD's increasingly diverse student population.
Average teacher vacancy rates over the past three years ranges are 7.4% Bilingual, 16.8% Special Education and 3% ESL teachers needed. The projected teacher shortage for 2019-2020 is 167 teachers.	Certify instructional aides and long term substitutes who already have bachelor's degrees in FBISD's areas of need through an ACP in the summer with the intent of hiring them in the fall in the designated areas of need. The developed cohort support includes test prep, mentoring, and staff support.
Fort Bend ISD's teacher diversity needs to mirror student diversity. Presently there's a deficit in Hispanic teachers( 26.49%) to students (8.65%) and Asian teachers (5.84%) to student (26.38%).	Through the selection process of the January Cohort the rubric will address not only the candidates area of interest but also their ethnicity since there is a significant discrepancy in the percent of Hispanic and Asian teachers to students in the district.

**SMART Goal**

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

Pathway 1: By fall 2019, all campuses will have students enrolled in the first cohort of the education pathway by attending the non-dual credit classes of Principles of Education and Training and Human Growth and Development. By January 2020, at least two teachers will be dual credit certified in Instructional Practices and Practicum in Education and Training.

Pathway 2: By fall 2019, 6 Fort Bend ISD Instructional Aides, Educational Assistants, and/or long term substitute teachers will: complete a high need (Bilingual, SPED, ESL) content specific alternative certification program; complete a certification test preparation class(es); take and pass their content certification exams; begin their Internship.

**Measurable Progress**

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

Pathway 1: Active student recruitment through events, programs, course selection process, and career days; and, active teacher recruitment through multi-step interview process, evaluation tools, and walk-through data.

Pathway 2: Active recruitment and selection of 6 candidates based on a rubric of priority criteria; and, attendance at the initial cohort meeting where candidates are required to: sign the program MOU; select a campus to complete observation hours; and, register for test prep courses.

**Measurable Progress (Cont.)****Second-Quarter Benchmark**

Pathway 1: Continue active recruitment of students and teachers throughout the spring semester through final course selection and teach job fairs.

Pathway 2: Candidates pass TExES exam(s) and complete 15 observation hours on a FBISD campus in their discipline.

**Third-Quarter Benchmark**

Pathway 1: Teachers identified to start the dual credit credentialing process.

Pathway 2: Candidates enroll and complete the ACT Houston Teacher Certification classes; complete remaining TExES exams needed for certification; obtain Probationary Certificate; interview with principals at high need campuses; attend New Teacher Orientation; and, begin internship.

**Project Evaluation and Modification**

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Pathway 1: Benchmark 1 - If there is limited student interest after the first quarter recruitment activities, CTE will work with campus counselors to identify specific students who have expressed interest and then will meet with them individually. Benchmark 2 - If qualified candidates are not identified by end of quarter 2, HR and CTE will continue recruitment efforts after the scheduled job fairs. Student course selection will be measured and student recruitment will continue. Benchmark 3 - If teachers do not begin the credentialing process, HR will provide individual assistance in completing the required documents.

Pathway 2: Benchmark 1 - In the event that there are not 6 qualified candidates, repeat the recruitment process to gain the rest. If needed, a second cohort will start in the fall of 2019. Those not attending the meeting will meet one on one with a FBISD staff member; Benchmark 2 - Candidates who do not pass their TExES exams will complete another test preparation course and will re-test in 45 days. Observation hours not completed will be completed during summer school; Benchmark 3 - If candidate is unable to complete the course, an option to take it at a later time will be provided. Candidates not able to obtain a certificate will take test prep courses and retake the exams until they pass. Those candidates who are unwilling to commit to present high need campus vacancies will continue in their present position for up to 1 year while continuing to seek a teaching assignment in their content area.

**Statutory/Program Assurances**

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

**ALL PATHWAYS - The applicant assures the following:**

- ☒ Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.
- ☒ Participants and candidates will commit with an MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
- ☒ Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
- ☒ All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
- ☒ A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

**PATHWAY 1- The applicant assures the following:**

- ☒ Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 within the Education and Training Course sequence.
- ☒ All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- ☒ Participation in the TEA Teacher Institute described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- ☒ All high schools will submit a plan for marketing and student recruitment to TEA each year.

**PATHWAY 2- The applicant assures the following:**

- ☒ The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- ☒ Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 year.
- ☒ A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees.

**PATHWAY 3- The applicant assures the following:**

- ☐ The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- ☐ The EPP will provide candidates with teacher certification, evidence based coursework, and an opportunity to practice and be evaluated in a school setting
- ☐ The EPP will provide the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Partner LEAs and EPP will share program performance measures on a quarterly basis.
- ☐ EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed.



**Statutory/Program Requirements**

**PATHWAY ONE:** Describe your plan for recruitment, selection, and support of the teachers who will teach the Education and Training courses. Include the process for identifying teacher participants, with potential indicators including a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, strong student-teacher relationships, degree to which the diversity of the teacher population mirrors that of the student population, recommendations from colleagues, etc. Also include a description of the MOU in which the participant commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

**All applicants applying for Pathway 1 funding must submit the Pathway 1 Attachment with the application**

**Recruitment, Selection, and Support:**

Teacher recruitment and selection is critical to the success of all CTE programs in Fort Bend ISD. During the selection process, potential candidates are screened by CTE administrative staff. To successfully pass through the screening process, potential candidates must possess qualifications and recommendations that prove their demonstrated track record of student achievement, evidence of leadership in student organizations, consistent evaluation ratings within Fort Bend ISD for over 3 years, possess strong student-teacher relationships, and mirror the diversity of the student population. Upon successful completion of the screening process, potential candidates will continue through a multi-step process where they will engage in group activities, written responses, and round-robin interviews. This interview practice allows for the best determination of how well candidates work with different types of people, the level of knowledge as it relates to pedagogy and student developmental stages, as well as their professionalism. Strong candidates are then placed into "pools" for campus administrators to consider. Teachers who teach the dual credit courses must also qualify and complete our Institute of Higher Education (IHE) credentialing standards. All teachers that lead Education and Training courses are supported by the CTE department and are encouraged to participate in professional development.

**Participant MOU:**

As part of the Grow Your Own program, dual credit and non-dual credit teachers that lead the Education and Training courses will receive a stipend for the additional responsibilities and duties dictated as part of the program. Participating teachers will receive a stipend after successful completion of their course(s) as well as an extended commitment to program for an additional two years. Commitment to the program and to the District are laid out in detail in the MOU that is required for each participating dual credit and non-dual credit teacher.

**Statutory/Program Requirements**

**PATHWAY TWO:** Applicants electing to implement Pathway 2 in addition to Pathway 1 must also describe the plan for recruitment, selection, and support of paraprofessionals, instructional aides, and long-term substitute teachers who will earn a bachelor's degree and/or teacher certification. The plan must address the process for identifying candidates, with potential indicators including evaluation ratings, involvement in school activities, pursuit of certification in hard-to-staff areas, commitment to degree and certification persistence, recommendations from colleagues, and degree to which the diversity of the teacher population mirrors that of the student population, including plan for recruiting candidates representative of the student demographics within the LEA. The plan should describe supports and potential career pathways for candidates, as well as a description of the MOU in which the candidate commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

**All applicants applying for Pathway 2 funding must submit the optional Pathway 2 section in the Pathway 1 Attachment with the application**

**Recruitment:**

- Identify through the use of district data eligible candidates (274 Instructional Aides)
- Request a list from the substitute office of long term substitutes with bachelor's degrees (157 long term substitutes)
- Email all potential candidates
- Email principals for recommendations for potential candidates
- Flyers posted on campuses focusing on campuses with student demographics similar to those areas of need
- Use FBISD's internal communication system to inform all employees
- Provide an informational meeting on January 8, 2019
- Reach out to current Cohort list to those who may not of had the opportunity to start the program

Interested candidates complete an application and a letter of recommendation from either the teacher they support or the campus substitute verifier. A rubric containing the following criteria will determine the final 10 candidates:

- Those interested in pursuing certification in our areas of need that include Bilingual, Special Education and ESL. The vacancies for the past three years range from 128 - 211 openings and the projected number of openings for 2019-2020 is 167 (12 Bilingual, 28 Special Ed, 5 ESL)
- Preference to those areas of need demographically determined from the FBISD student and teacher demographic data and Fort Bend County demographics data:  
Hispanic Student population = 26.49%, Teacher Population = 8.65%, County Population = 24%,  
Asian Student Population = 26.38%, Teacher Population = 5.84%, County Population = 18.8%
- The number of years or longevity they have in the district by the end of the 2018-2019 school year
- A written statement stating why they would like to be a teacher in the content area selected noting passion for teaching, the desire to help students, and an experience personally or with a student describing how the experience inspired them
- Principal recommendation form that includes the following: Organizational skills, relationships between staff, parents and students, participation in school activities/functions, optimism, helpful, coachable, and completes classroom tasks in a timely manner, overall evaluation ratings over the past two years, indicates potential to be a great teacher

Candidate selection support starts with test prep courses, Cohort meetings, and classroom observations. ACT Houston's ACP program supports the candidates through their coursework and their internship. FBISD supports new teachers by enrolling them into their TAPP 2 yr. mentorship program and by offering New Teacher Mixers with the hope that all new teachers will continue to grow and making teaching their lifelong career.

Each Cohort member will sign an MOU agreeing to the following:

- Obtain a teacher's certificate in either Bilingual, SPED or ESL by the beginning of the 2019-2020 school year
- Attend content review classes in order to pass all required TExES exams
- Complete all coursework and observations on time
- Teach in the acquired certification area in FBISD for at least 3 consecutive years at a designated campus of need
- Attend Cohort meetings, participate in TAPP, and attend New Teacher Mixers

**Pathway Selection and Participation**

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

**PATHWAY ONE**

☒ Check this box if you are applying for Pathway 1

Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit	2	X \$11,000 =	22,000
Number of teachers who are teaching Education and Training courses, but not for dual credit	2	X \$5,500 =	11,000
Number of high schools with existing Education and Training courses in 2018-2019	10	X \$6,000 =	60,000
Number of high schools without existing Education and Training courses in 2018-2019	1	X \$9,000 =	9,000
<b>Total Request for Pathway 1</b>			102,000

**PATHWAY TWO**

☒ Check this box if you are applying for Pathway 2 WITH Pathway 1

Number of candidates pursuing a teacher certification only	6	X \$5,500 =	33,000
Number of candidates pursuing both a bachelor's degree and a teacher certification		X \$11,000 =	
Request for Pathway 2			33,000
Request for Pathway 1			102,000
<b>Total Combined Request for Pathways 1 &amp; 2</b>			135,000

**PATHWAY THREE**

☐ Check this box if you are applying for Pathway 3

Number of candidates participating in a year-long clinical teaching assignment		X \$22,000 =	
Number of candidates participating in an intensive pre-training service program		X \$5,500 =	
<b>Total Request for Pathway 3</b>			

**Request for Grant Funds**

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

**PAYROLL COSTS (6100)****BUDGET**

Stipends for 10 participants/candidates in Pathway 1 and Pathway 2

30,000

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**

Contracted services for Alternative Certification Program

24,774

Contracted services for instruction and review of test prep materials

3,000

**SUPPLIES AND MATERIALS (6300)**

Supplies and Materials for 11 High Schools - 10 pre-existing and 1 new

36,000

Supplies and Materials to expand teacher certification program for 6 candidates

226

**OTHER OPERATING COSTS (6400)**

Travel for TEA-led Teacher Institute (11 highschool reps at 3,000 each)

33,000

Fees for exams for teaching candidates

2,000

Total Direct Costs 129,000

Should match amount of Total Request from page 8 of this application

**Indirect Costs**

6,000

**TOTAL AMOUNT REQUESTED**

135,000

Total Direct Costs plus Indirect Costs



## Grow Your Own Grant Pathways 1 and 2 Grow Your Own Program Attachment

### Pathway 1: Teacher Stipend to Support Education and Training Course Implementation

**Program Participants:** Applicant must specify the number of teachers who will participate in the program and receive the stipend.

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**Question 1: Implementation and Growth of the Education and Training Courses.** Applicant must articulate the plan for the implementation and growth of the Education and Training courses, offering the Instructional Practices and Practicum in Education and Training courses.

- ☐ This plan should address career development, counseling, and support opportunities for students and the establishment and/or growth TAFE or FCCLA.
- ☐ The plan must include strategies to increase enrollment in each course each year.
- ☐ The plan must include a description of the recruitment and selection of highly qualified, field experience classroom teachers with measurable evidence of student achievement.

Starting in the fall of the 2019-2020 school year, Fort Bend ISD students can take both Principals of Education and Training along with Human Growth and Development on one of the eleven campuses. Instructional practices starts the same year and Practicum of Education starts the following school year. Students take the last two courses at the new James Reese Career and Technology Center.

The CTE department provides training and development in the area of Career and Technical Student Organizations (CTSO) for all advisors. CTE provides connections with various industry representatives who guest speak in classrooms and at chapter meetings to increase engagement among students. A bi-annual CTSS Officer Training workshop is hosted to support the development of leaders in the chapters. To the best of the District's ability, CTE's budget subsidizes travel costs for CTE students who advance to state and national competition.

The CTE department supports student recruitment into these programs in a multitude of ways. Students complete an interest inventory in 7<sup>th</sup> and 8<sup>th</sup> grade. The department sponsors a Program Exploration Event every November for all middle and high school students and parents. While in attendance, parents and students visit booths about each career cluster and hear from guest speakers in the various industries. Recruitment continues in December, January, and February as all middle school campuses host a career day for 8<sup>th</sup> graders. High School campuses host Course Selection Night events; counselors visit with each student about course selection; CTE teachers set up recruitment tables at each HS campus; and program information is shared with parents through newsletters, Parent University Events, and CTED (Career and Technical Education Discussion) evenings. Additionally, CTE Student Ambassadors hold a 7<sup>th</sup> grade ENGAGE program where students learn about the course offerings in CTE programs.

Teacher selection is critical to the success of all CTE programs in Fort Bend ISD. The CTE administrative department screens and interviews all potential candidates through a multi-step process where candidates engage in group activities, written responses, and round-robin interviews. This allows us to determine how well candidates work with different types of people, the level of knowledge as it relates to pedagogy and student developmental stages, as well as their professionalism. Strong candidates are then placed into "pools" for campus administrators to consider. The CTE department monitors teacher effectiveness through Programs of Excellence evaluative tool and classroom walkthrough data. Student attainment in industry certifications, job placement and internship rates, and student growth measures are all considered in these reviews. Teachers who teach the dual credit courses must also qualify and complete Institute of Higher Education (IHE) credentialing standards.

**Question 2: Student Marketing, Recruitment, and Persistence.** Applicant must articulate how they plan to recruit students to participate in the Education and Training course sequence.

- ☐ The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.
- ☐ The plan must include marketing and recruitment strategies to increase student interest and persistence.
- ☐ The plan must also include a description of how the LEA leadership (district- and school-based) and staff will motivate students to enter and persist in the Education and Training courses.

Fort Bend ISD strives to provide all students with program options that meet their interest. This process begins in 7<sup>th</sup> grade as they participate in interest inventories through Naviance. In 8<sup>th</sup> grade, students complete career interest inventories where information is used to identify ideal programs for students. However, the District strongly believes that recruitment begins at a much earlier age than this. The CTE department holds STEAM Fest in February each year where elementary, middle, and high school students get to participate in a free day of fun. All booths and activities are aimed at building awareness about program opportunities and how they relate to various careers. When the James Reese Career and Technical Center opens in fall of 2019, the District will begin annual field trips for every 3<sup>rd</sup> – 8<sup>th</sup> grader to the Center where they will SEE what participation in the Education and Training program looks like.

Fort Bend ISD employs a Universal Course Selection process for all high school students. This means that students from every campus are free to request any course they have an interest in; courses make as long as there is enough student interest to make a section. CTE utilizes split teachers and distance learning to ensure that students have the greatest access as possible to courses they are interested. High School teachers work with their middle and high school counselors to train them about what the programs are which helps with communication to students. In this program, it is anticipated that the most successful students will be those who are on track to graduate with their cohort; the reason being is that they will need flexibility to take the six credits in their school day that this program requires.

Strategies used to increase interest and persistence revolve around the type of instructional opportunities that are available to Fort Bend ISD students. The District provides guest speakers, community outreach opportunities, and unique learning environment through various departments for the students who participate in this program. At the Center, there will be an on-site Early Education program where Instructional Practices students get to shadow early education teachers. Instructional Practices and Practicum of Education students will have the opportunity to collaborate with their elementary, middle and high schools to participate in PLCs and Professional Learning workshops. They will be able to gain employment through the District's Extended Learning program as well as serve as mentors to students in various campuses. All of these experiences make this a real world learning environment for program participants – this is what students want and this is how enrollment and program awareness will increase and persist year over year.

**Question 3 (required only if awarding stipends for dual credit Education and Training teachers): IHE and LEA Partnership.** Applicant must describe the plan to develop a partnership between the IHE and LEA, if offering Education and Training courses for dual credit.

- ☐ The plan must include an explanation of the partnership with a dual credit partner (community college or IHE), including the efficiency of the process through which students earn and transfer dual credits.
- ☐ The plan must include a description of the timeline to develop the dual credit partnership by the 2019–2020 school year.

- All applicants applying for Pathway 1 funding for dual credit stipends must submit with their application a signed letter of commitment or MOU from IHE partners agreeing to establish dual credit course offerings.

Fort Bend ISD is currently in negotiations with Houston Community College regarding the dual credit program for education and training students. This dual credit program will lead to an Associates of Arts in Teaching. The District anticipates offering the following cross-walk:

Instructional Practices Dual Credit in 2019-2020 at James Reese Career and Technical Center (crosswalks to Frameworks and EDUC 1301 Introduction to the Teaching Profession)

Practicum of Education and Training Dual Credit in 2020-2021 (crosswalks to EDUC 2301 Introduction to Special Pops)

The district already has a dual credit agreement with HCC in place for ENGL 1301 – Composition 1, HIST 1301 – US History; HIST 1302 – US History II, and ENGL 1302 – English 2, MATH 1314 – College Algebra, SPCH 1315 – Speech; HCC 1300 Learning Framework. These courses amount to 21 of the required 32 hours from year 1 of the Associates program.

The timeline for finalizing additional CTE dual credit courses outlined above include final negotiations by January 8, 2019 with Board Consideration in February.

**Pathway 2: Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles** *(required only if applying for Pathway 2 funds in addition to Pathway 1)*

**Program Participants:** Applicant must specify the number of paraprofessionals, instructional aides, and/or long-term substitute teachers who will participate in the program and receive the stipend.

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**Question 4: EPP and LEA Partnership.** Applicant must describe the plan to develop a partnership between a high-quality EPP and the LEA.

- ☐ The plan must include an explanation of the partnership for training, support, and certification of paraprofessionals, instructional aides, and/or long-term substitute teachers.
- ☐ The plan must contain a description of job-embedded training, flexibility of training location and schedule, a cohort approach, and consistent supports that encourage persistence and sustainability.

**Partnerships for Training:**

- Presently Fort Bend ISD has a partnership with ACT Houston, a TEA accredited ACP program. The first official Cohort to provide teaching certificates to qualified aides/substitutes starts this fall with test prep and starts coursework in January. ACT Houston owners and their staff are committed FBISD cohort candidates receiving their teaching certificate.
- TExES Success Reviews presently provides prep test review to instructional aides/long term substitutes in passing their TExES exams. The prep test review continues with this Cohort, especially since the Bilingual certification entails several exams. Review classes in a FBISD facility ensures easy access for participants to obtain the necessary review materials. Tailored classes for each TExES exam provides candidates with content specific information taught by specialists in their area. TSR continues test prep review per the needs of the cohort candidate if needed.

**Cohort Support:**

- The cohort begins regular meetings in order to create a supportive atmosphere for the members in February. The meetings discussions include:
  - Research
  - Guest speakers
  - Timelines
  - Ellen Moir's teaching curve
  - Classroom management
  - Instructional strategies
  - Resources for the classroom
  - Federal Programs
  - ARDS
  - Networking
  - Other topics
- Fort Bend ISD provides each member of the Cohort prep review courses through TSR before taking their TExES exams. They can repeat the review course as needed without any additional cost.
- During the spring semester, the cohort observes at least 15 hours (arranged through HR with teachers selected through the Multilingual and Special Education department) during their workday in order to provide them insight in their selected area from other teachers.
- The summer school campus provides a convenient location for the certification courses and opportunities for the cohort to access classes for observation. In person courses ensure mentoring occurs.

- The Cohort internship positions start the fall 2019. During the internship, ACT Houston field trainers follow the progress of the interns as part of their program through campus visits, mentoring, coaching, and observations.
- The candidates participate in FBISD's mentorship program, TAPP, as well. For TAPP, they meet with a mentor on their campus and as a district group. TAPP supports the growth of first year teachers, develops and retains quality new teachers that improve student achievement, and assists in developing the teacher's capacity.
- The cohort meetings occur throughout the first year.
- The cohort attends new teacher mixers that occur 2 – 3 times per year. The new teacher mixers provide an opportunity to meet and network with other first year teachers and members of HR.
- PPR test prep occurs during their internship year in order for them to achieve their target TExES exam passing date of April 1, 2019.
- Throughout the second year of teaching, the Cohort participates in the second year of TAPP.
- Cohort meetings occur regularly during their second and third years of teaching.

#### **OPTIONAL Shared Services Arrangement (SSA)**

Applicants that are the Fiscal Agents of an SSA must complete the fields below.

<b>Fiscal Agent</b>	<b>County-District Number</b>

<b>Member LEA</b>	<b>County-District Number</b>



November 2, 2018

Competitive Review Board  
Texas Education Agency

Dear Competitive Reviewer,

Fort Bend ISD is pursuing the 2019-2021 Grow Your Own grant to expand the District's current Grow Your Own program that was established last year. Fort Bend ISD sees value in grooming current paraprofessionals and instructional aides that aspire to lead their own classrooms. The Grow Your Own program will eliminate critical barriers that prevent aspiring teachers from pursuing their certifications. The Grow Your Own program will also open the doors to future teaching candidates by encouraging a cohort of future teachers to follow a teaching pathway through the Career and Technical Education opportunities offered at the high school level.

As President of the Fort Bend ISD Board of Trustees, this letter serves as evidence of my support for Fort Bend ISD's Grow Your Own program that is written into the grant application for the 2019-2021 Grow Your Own grant. The TEA grant program aligns with one of District's core beliefs and commitment to recruit, develop, and retain effective teachers. District Core Beliefs and Commitments are approved by the Board of Trustees and guide all decision-making efforts in order to benefit each child in Fort Bend ISD.

Fort Bend ISD is excited about the opportunity to expand the District's program to continue development of current and future educators. The District and I appreciate your consideration during the grant application review process.

Sincerely,

A handwritten signature in blue ink that reads "Jason Burdine". The signature is written over a horizontal line.

Jason Burdine  
President, Fort Bend ISD Board of Trustees



**RECEIVED**  
3/1/18

Clear Form

Print Form

## Office of the Chancellor Signature Request Form

☐ URGENT

☒ Chancellor  
☐ Sr. Vice Chancellor  
☐ Chief of Staff

OGC# 3674A

Date Submitted:

3/1/18  
02/27/2018

Date Needed:

03/02/2018

From:

Dr. Catherine O'Brien, AVC of College Reading

Phone/ext:

8-5201

HOUSTON COMMUNITY COLLEGE  
**RECEIVED**  
MAR 02 2018  
ML 1269  
CHANCELLOR'S OFFICE

Document Type:

(Select from the drop down box)

Contract Agreement (Must go through OGC)

Return to Name:

Sharon Flowers

Return to Email:

Amount:

(If Applicable)

☒ Will Pick up

☐ Return via Interoffice mail

Mail Code:

Brief summary of attached document and/or comments:

Amendment to Memorandum of Understanding Between Houston Community College System and Fort Bend Independent School District

OGC#3674 A

I have reviewed and approved the attached document for signature.

Signature:	Print Name: Dr. Catherine O'Brien	Title: AVC of College Reading	Date: 2/27/18
Signature:	Print Name: Dr. Norma Perez	Title: Interim, VC & CAO of Ins	Date: 2/27/18
Signature:	Print Name: IZZY ANDERSON ASSISTANT GENERAL COUNSEL	Title:	Date: 3/1/18

\*\*\*All signature request over \$100,000 must include a copy of the Board Approval Action item and Minutes. This information can be found on the HCC website via the following: [www.hccs.edu/district/about-us/boardoftrustee/board-meetings/](http://www.hccs.edu/district/about-us/boardoftrustee/board-meetings/)

### To Ensure Timely Processing:

Signature request form must be typed, filled out entirely and correctly.

All pages requiring signature must be clearly flagged (NO STAPLES).

All documents must be completely filled out.

All signature request must be submitted a minimum of three (3) days before needed. Requested return date cannot be guaranteed.

All Approval Signatures must be obtained prior to submission to the Office of the Chancellor.

Failure to do the above can result in your documents being returned and may affect processing time.



J.G.  
APPROVED FEB 27 2018



# HOUSTON COMMUNITY COLLEGE

## VICE CHANCELLOR OF INSTRUCTIONAL SERVICES SIGNATURE REQUEST FORM

Date Submitted: 2/27/18

Submitted by: LaToya M. Smith

Phone: 8-5201



Dr. Norma Perez

APPROVED FEB 28 2018



Warren Hurd



Document  
Type:



AEF/APP



Airline Request



Agreement/Contract/MOU



Budget Adjustment



Chancellor Signature Request Form



Correspondence



Direct Pay



Grant



Invoice



Mileage Reimbursement



P-Card/Expense Report



PAF



PeopleSoft Workflow/Security



Stipend



Time Correction Form



Travel Authorization



Travel Reimbursement



Other

Detailed  
Description:

Amendment to Memorandum of Understanding Between Houston Community College System and Fort Bend Independent School District

OGC#3674

Return to:

LaToya M. Smith



Will Pick Up

Phone: 8-5201



Interoffice Mail

Mail Code: \_\_\_\_\_

Document reference for Office of VCIS use

180934  
Reviewed by W. Hurd: J.G.



♦ All supporting documents must be complete. ♦ Documents must not contain staples.  
♦ All fields are required. ♦ All signature lines must be flagged on the right side of the pages. Thank you!

CLEAR FORM

PRINT FORM

P.O. Box 667517 | Houston, TX | 77266-7517 | hccs.edu

**Amendment to Memorandum of Understanding Between  
Houston Community College System  
And  
Fort Bend Independent School District**

This Amendment ("Amendment") is by and between the Houston Community College System ("HCCS"), a public community college district organized under Chapter 130 of the Texas Education Code, whose main office address is at 3100 Main Street, Houston, Texas 77002 and Fort Bend Independent School District ("FBISD"), located at (16431 Lexington Blvd., Sugar Land, TX 77479).

WHEREAS, HCCS and FBISD entered into a Memorandum of Understanding ("MOU") on (INSERT DATE); and

WHEREAS, HCCS and Contractor desire to amend the MOU as set forth herein.

NOW THEREFORE, for good and valuable consideration, the parties intending to be legally bound agree as follows:

**I. Amendment MOU**

The terms set forth in this Amendment shall be in addition to and construed together with the terms of the MOU.

The parties acknowledge that amendments are subject to the terms and conditions of the MOU.

In the event that language in this Amendment conflicts with language in the MOU, the language of this Amendment shall control as follows:

FBISD shall provide all instructional materials, including textbooks and other instructional resources (lab materials, online access), necessary for operation of the programs (7) business days prior to the commencement of classes. If the appropriate resources and materials are not in place, then the dean may cancel the class.

If an instructor has not been identified to teach the course (30) days prior to instruction, the class may be cancelled.

HCC shall provide a list of required textbooks forty-five days (45) prior to the start of each semester. If an instructor has not been identified at this point, a default textbook will be assigned to that course.

HCC deans/department chairs will specify other instructional materials needed for each course (45) days prior to the start of each semester.

FBISD shall provide a complete course schedule for dual credit courses a minimum of sixty (60) days prior to the start of the semester.

**II. Incorporation of Amendments**

Upon and after execution of this Amendment to the MOU, all references to the MOU shall



**PARTNERSHIP AGREEMENT  
BETWEEN  
HOUSTON COMMUNITY COLLEGE  
AND  
FORT BEND INDEPENDENT SCHOOL DISTRICT FOR  
DUAL CREDIT /HB COURSES /DATA SHARING**

This Partnership Agreement is entered into by and between Houston Community College Systems ("HCC"), a public community college district organized under Chapter 130 of the Texas Education Code, whose main office address is at 3100 Main Street, Houston, Texas, 77002, and Fort Bend Independent School District (FBISD), a Texas independent school district whose main office address is, 16431 Lexington Blvd., Sugar Land, Texas 77479 (individually, "Party" and collectively, "Parties"), effective from August 1, 2016 through July 31, 2019. This Agreement supersedes all prior agreements or understandings (whether written or oral) between HCC and FBISD with respect to the subject matter hereof.

**RECITALS**

Whereas, HCC and FBISD desire and agree to partner to offer dual credit classes, college prep classes, early college programs, and share student data;

Whereas, the purpose of this Agreement is to describe the entire relationship between the Parties including the benefits each may receive;

Whereas, the Parties have entered into such similar partnerships and wish to restate their responsibilities and obligations;

Whereas, the Parties find that it is within their mission and purpose to enter into such a partnership;

- D. Inclusion of personal/civic development programs that provide service learning and other external learning experiences for all students.**
- E. Financial collaboration that addresses costs of both partners and assists each in obtaining necessary funds from local, state, federal, and private/foundation sources to operate the programs successfully and at a cost-neutral basis for both parties.**
- F. Shared use of facilities, including designated classrooms, labs, offices, restrooms and libraries that reduce the operating cost and promotes collaboration of students, faculty, staff, and community members in the program success.**
- G. Selection of students that reflects the diversity of Houston.**

**D. Program Commitments**

The programs covered under this Agreement include Dual Credit courses, Developmental Mathematics and English courses (HB5), and Early College High School programs ("programs"). This Agreement will also cover the transferring and sharing of student data between the Parties in support of these programs.

The Parties commit to:

- a. Collaborate in the design and execution of challenging and innovative instructional programs (including Early College, Dual Credit, and Developmental Education classes).**
- b. Comply with all applicable guidelines, standards and requirements in the offering of the programs, including but not limited to regulations promulgated by the Texas Higher Education Coordinating Board (THECB), the Southern Association of Colleges and Schools (SACS), and the Texas Education Agency (TEA).**
- c. Schedule classes in support of these programs.**
- d. Recruit eligible students.**
- e. Evaluate the programs and share student data in order to track and evaluate student and program successes.**
- f. Market the partnership.**

**E. Understanding of the Parties**

- a. Nothing in this Agreement is to be construed as transferring responsibility from one party to the other.**



#### **G. Indemnification**

TO THE EXTENT PERMITTED BY THE CONSTITUTION AND LAWS OF THE STATE OF TEXAS, HCC AND FBISD AGREE TO INDEMNIFY, RELEASE, AND HOLD HARMLESS THE OTHER PARTY'S TRUSTEES, OFFICERS, AGENTS, AND EMPLOYEES, FROM ANY AND ALL CLAIMS, DEMANDS, CAUSES OF ACTION, AND LIABILITIES (each as used herein shall be referred to as "Claim") OF ANY TYPE OR ANY NATURE WHATSOEVER (INCLUDING COSTS AND REASONABLE LEGAL AND EXPERT FEES) FOR DAMAGE TO, LOSS OF, OR DESTRUCTION OF ANY TANGIBLE PROPERTY OR BODILY INJURY OR DEATH TO ANY PERSON, ARISING FROM, IN CONNECTION WITH, OR ANY WAY INCIDENT TO THIS AGREEMENT, TO THE EXTENT FINALLY DETERMINED TO HAVE BEEN CAUSED BY THE OTHER PARTY AND ITS PERSONNEL IN PERFORMANCE OF THE SERVICES.

#### **H. Criminal History Background Check Requirements**

Pursuant to Sections 22.0834 and 22.085 of the Texas Education Code, HCC hereby certifies that all employees and contractors of HCC who are hired by HCC on or after January 1, 2008, and who have continuing duties related to the Agreement; and have or will have direct contact with students, have passed a national criminal history background record information review as required by those sections.

HCC shall send or ensure that its employees and contractors send to the Texas Department of Public Safety ("DPS") information that is required by the DPS for obtaining national criminal history record information, which may include fingerprints and photographs. DPS shall obtain the person's national criminal history record information and report the results through the criminal history clearinghouse as provided by Section 411.0845, Government Code.

HCC must also obtain certifications from all contractors that their employees to whom Section 22.0834 applies have also passed a national criminal history background record information review.

#### **I. Records Retention and Audits**

The Parties shall comply with all applicable laws regarding records including but not limited to, the Family Educational and Privacy Rights Act ("FERPA"), the Freedom of Information Act ("FOIA"), the Texas Public Information Act ("TPIA"), and the Texas Records Retention laws ("RR laws").

All records and reports generated, prepared, assembled, or maintained by FBISD in relation to this Agreement shall be available for review, inspection, and audit by HCC and its auditors. Copies will be made available upon request and in conformity with FERPA, the FOIA, the TPIA, and the RR laws.

payment of salary (including withholding of supervision, daily direction and control, payment of salary (including withholding of income taxes and social security), workers' compensation, disability benefits and like requirements and obligations. Nothing in this Agreement shall be deemed or construed to create any third party beneficiaries or otherwise give any third party any claim or right of action against any party to this Agreement.

#### **B. No Personal Liability**

Nothing in this Agreement may be construed as creating any personal liability on the part of any officer, director, employee or agent of HCC or FBISD, and the parties expressly agree that the execution of this Agreement does not create any personal liability on the part of any officer, director, employee or agent of HCC or FBISD. The parties shall be responsible for their own acts of negligence.

These provisions are solely for the benefit of the parties hereto and not for the benefit of any person or entity not a party to this Agreement. No provisions shall be deemed a waiver of any defenses available by law, including, but not limited to, governmental immunity.

#### **C. Notice**

Any notice required to be given under the provisions of this Agreement, shall be in writing and shall be duly served when it shall be hand-delivered to the addressees set out below, or shall have been deposited, duly registered or certified, return receipt requested, in a United States Post Office addressed to the other party at the following addresses:

To: Houston Community College  
Attn: Cesar Maldonado, Ph. D., P.E.  
Chancellor  
3100 Main Street  
Houston, TX 77002

To: Charles E. Dupre, Ed.D.  
Superintendent of Schools  
Fort Bend Independent School District  
16431 Lexington Boulevard  
Sugar Land, TX 77479

**Complete Understanding**

This Agreement shall constitute the complete understanding of HCC and FBISD, and may not be modified in any manner without the express written consent of both parties and supersedes any other representations, agreements, arrangements, negotiations, or understanding, oral or written, between the parties of the Agreement.

By signing the Agreement, both parties affirm that there is no personal or financial conflict of interest between its employees and contractors or their families and the institution.

This Agreement is executed in counterparts, each of which shall have the full force and effect of an original Agreement, and each of which shall constitute but one and the same instrument.

HCC and FBISD have executed and delivered this Agreement to be effective as of the Effective Date.

**FBISD**

By: 

Name: Ms. Kristin T. Tassin

Title: President, Board of Trustees

Date: 11-11-16

**Houston Community College**

By: 

Name: Cesar Maldonado, Ph. D., P.E.

Title: Chancellor

Date: 11-29-16

**Exhibits Included:**

Exhibit A: Dual Credit Courses

Exhibit B: College Prep Math and College Prep English Courses (HB5)

Exhibit C: Data Sharing

- (c) The student achieves a composite score of 23 on the PLAN with a 19 or higher in Mathematics and English. An eligible high school student who has enrolled in dual credit under this provision must demonstrate eligibility to enroll in dual credit courses in the subsequent grade.
- (3) A high school student is eligible to enroll in HCC workforce education dual credit courses as follows:
  - (a) Level One certificate courses: no testing or end-of-course assessment minimum required.
  - (b) Level Two certificate courses: the student must demonstrate that he or she has achieved the designated minimum final phase-in score on the Algebra I (i.e. 3872 or higher) end-of-course assessment and/or the English II reading (i.e. 1929 or higher) or English II Writing (i.e. 1928 or higher) end-of-course assessments relevant to the courses to be attempted.
  - (c) A student may enroll only in the workforce education dual credit courses for which the student has demonstrated eligibility.
  - (d) A student who is exempt from taking TAKS or STAAR end-of-course assessments may be otherwise evaluated by an institution to determine eligibility for enrolling in workforce education dual credit courses.
- (4) Students who are enrolled in private or non-accredited secondary schools or who are home-schooled must satisfy paragraphs (1) – (3) of this subsection.
- (5) To be eligible for enrollment in an HCC dual credit course, students must meet all of the college's regular prerequisite requirements designated for that course (e.g., minimum score on a specified placement test, minimum grade in a specified previous course, etc.)
  - (a) HCC and Party agree that a student enrolling in more than two dual credit courses in a semester must pass all dual credit courses during that semester with a grade of C or better to continue to enroll in more than two dual credit courses in following semesters.
  - (b) This provision does not apply to students enrolled in approved early college high school programs.
- (6) HCC may impose additional requirements for enrollment in courses for dual credit that do not conflict with this section.
- (7) Freshmen and sophomore students wishing to enroll in dual credit courses must have principal or counselor recommendation for consideration to take a dual credit course.
- (8) HCC will make final decisions of which dual credit courses are available for freshmen and sophomore students.

#### **(F) Funding**

- (1) Dual credit courses are offered free of charge to any student who lives in the HCC taxing district and any student who lives outside of the HCC taxing district.
- (2) The state funding for dual credit courses will be available to both public school districts and colleges based on the current funding rules of the State Board of Education and the Board.
- (3) HCC may only claim funding for students getting college credit in core curriculum, career and technical education, and foreign language dual credit courses.
- (4) This provision does not apply to students enrolled in approved Early College High School programs.
- (5) HCC will pay FBISD \$1,910 per completed section of dual credit courses, as invoiced by FBISD, provided course sections have a minimum of 15 students for Career and Technical Education Courses or 20 students for Academic Transfer courses. Payment is due 30 days from the invoice date. Any overage of funds may only be used for dual credit program expenditures.
- (6) If the minimum enrollment is not met and the district decides to run the class, the compensation will be pro-rated based on the student count. CTE classes would receive \$127.00 per student enrolled at the end of the semester and Academic Transfer classes would receive \$95.50 per student enrolled at the end of the semester.

#### **(G) Academic Policies and Student Support Services**

- (1) Regular academic policies applicable to courses taught HCC must also apply to dual credit courses. These policies could include the appeal process for disputed grades, drop policy, the communication of grading policy to students, when the syllabus must be distributed, etc; and
- (2) Students in dual credit courses must be eligible to utilize the same or comparable support services that are afforded to HCC students. HCC is responsible for ensuring timely and efficient access to such services (e.g., academic advising and counseling), to learning materials (e.g., library resources), and to other benefits for which the student may be eligible.

#### **(H) Transcription of Credit**

For dual credit courses, high school as well as college credit should be transcribed immediately upon a student's completion of the performance required in the course.

#### **(I) Student Accommodations**

## **Exhibit B**

### **College Prep Math and College Prep English Courses (HB5)**

HCC and FBISD agree to collaborate to develop and maintain College Prep Math and College Prep English courses that meet the requirements under Texas Education Code Section 28.014 which states that each school district shall partner with at least one institution of higher education to develop and provide courses in College Preparatory Mathematics and College Preparatory English.

- (1) HCC agrees to provide Student Learning Outcomes for the courses being offered, provide syllabi of the courses being offered, and provide the departmental final exams for the courses no later than three weeks prior to the administration of the exams.
- (2) HCC agrees to the following for both the Mathematics and Developmental Reading and Writing (INRW) courses:
  - (a) To post TSI exemption status for the component area relevant to the HB 5 course(s) passed on the student's official HCC transcript;
  - (b) To share data and provide feedback regarding student success on entry level college mathematics and English courses;
  - (c) To train advisors to recognize and honor course(s) on school district transcripts;
  - (d) To ensure that students are counseled directly into the appropriate college level mathematics, English, and all other courses that require mathematics and English language arts college readiness;
  - (e) To provide the Student Learning Outcomes for INRW 0420;
  - (f) To provide the types of essays required (expository, persuasive, and literary analysis);
  - (g) To provide the final exam for the Integrated Reading and Writing (INRW 0420) course no later than three weeks prior to the administration of the exams.
- (3) FBISD agrees to the following for both the Mathematics and English courses:
  - (a) To provide highly qualified instructors for the courses being taught;
  - (b) To identify students who are not college ready as stated in HB 5;
  - (c) To provide professional development and resources required to teach the Mathematics and English courses;



**(7) TSI Exemption**

The TSI Exemption for high school College Prep courses is now 24 months. A student must enroll in HCC within 24 months of a student's graduation from high school. If the student does not pass the College Prep English and/or the College Prep Math course, the student must be advised of accelerated options. THECB must track and report outcomes to both the school district and the higher education institute.

**(1) Enrollment information for all students:**

- (a) First Name, Last Name, Middle Initial;**
- (b) Social Security Number (SSN) or other student record identifier;**
- (c) Date of Birth (DOB);**
- (2) High School Attendance;**
- (3) Date of High School graduation;**
- (4) Endorsement areas of each student;**
- (5) Special group identification, for example Futures Academy or ECHS; and**
- (6) Cumulative GPAs**

**(b) HCC will provide persistence data:**

- (1) Student Identifier;**
- (2) Semester Identifier; and**
- (3) Enrolled in credit course this semester (Y/N)**

**(1) Confidentiality**

FBISD and HCC shall maintain the confidentiality of any and all student data exchanged pursuant to this Agreement or any subsequent agreement intended to supersede the Agreement. To ensure the continued confidentiality and security of the student and staff data processed, stored, or transmitted, FBISD and HCC shall establish a system of safeguards that shall at minimum include doing the following:

- (a) FBISD and HCC shall develop, implement, maintain and use appropriate administrative, technical and physical security measures to preserve the confidentiality, integrity and availability of all data, including electronically-maintained or transmitted data received from, or on behalf of each other. These measures shall be extended by contract to all subcontractors used by FBISD and HCC;**
- (b) FBISD and HCC employees, subcontractors and agents involved in the handling, transmittal, and/or processing of data provided under the agreement shall be required to maintain the confidentiality of all student and staff-related personally identifiable information;**
- (c) FBISD and HCC shall develop and implement procedures and systems that require the use of secured passwords to access computer databases used to process, store, or transmit data provided under the Agreement;**
- (d) FBISD and HCC shall develop and implement procedures and systems, such as good practices for assigning passwords, to maintain the integrity of the systems used to secure computer data bases which used to process, store, or transmit data provided under the Agreement;**